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LINGUAPHONE

STUDENTS' INSTRUCTIONS

LINGUAPHONE INSTITUTE



STUDENTS' INSTRUCTIONS
TO THE
LINGUAPHONE COURSE

LINGUAPHONE INSTITUTE

LINGUAPHONE INSTITUTE LTD.,
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And throughout the world.

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INTRODUCTION

How to make the MOST of the Linguaphone Course

You have now in your hands one of the finest means yet devised for the teaching of Modern Languages. Many years of experimental work with every known method of language teaching have gone into the preparation of this Linguaphone Course.

You can now command the services of some of the finest language teachers in the world—men and women who combine all the essential elements of the ideal teacher; the language they are waiting to teach you is their own language, as familiar to them as your own language is to you.

They are acknowledged experts in their language, understanding every aspect of it, widely read and widely versed in the culture of their own nation. And, most important perhaps of all, they are expert teachers, with the skill born of long experience in imparting their knowledge to others, and in understanding and smoothing out all the difficulties that might impede your progress.

You are waiting to learn—they are waiting to teach. These Instructions have only one purpose: to introduce you to each other, and to help you over the early stages of your acquaintance.

You may think that you do not need to be told how to listen. But *when* to listen and when to speak, what to listen for, and how to absorb all that there is to listen to—on all these points these Instructions will guide you.

They will show you at every point of your developing knowledge how your ear, eye, lips and memory can best and most effectively co-operate—as they did automatically when you learned as a child to speak your own language—so as to enable you to master every sound and every idiom of the foreign languages you have chosen.

If you follow these Instructions carefully, even though at the moment you may not see the value of them, you will find that at every step of your progress, as on a path that climbs from a valley to the shoulder of a hill, you are offered an even wider and more fascinating prospect, but, unlike the hill-climber, you will find that the nearer you approach the summit the easier and more attractive the climb becomes. And when you reach the summit a new world lies at your feet.

FOR ADULT STUDENTS

Preliminary Advice

These Instructions are applicable both to those students who already have some knowledge of the foreign language, and to those who have no knowledge of it at all.

The object of these Instructions is to help you learn, not only how to speak the language, but also how to read, write and understand it.

If you already have a certain knowledge or a "smattering" of the spoken language, your accent may not be perfect. We therefore advise you to try and forget as far as possible what you have learned before, following the Instructions even more carefully than if you were a beginner.

If you have no previous knowledge and follow these Instructions conscientiously, you must inevitably speak the foreign language with the same accent and intonation as the speakers whose voices you have been listening to.

The first few Lessons are spoken slowly and deliberately, so as to enable you to catch every word. The more your ear gets accustomed to the foreign language, the clearer and more distinct the foreign words become to you, and what at first may have seemed to you a jumble of strange and incomprehensible sounds gradually assumes the shape of distinct and intelligible speech.

The rate of speech advances with every Lesson as the course progresses, until in the later Lessons it reaches the normal rate. By then, you will have no difficulty in following the text, because in the meantime your ear will have become thoroughly trained and attuned to the foreign language.

At the outset you may find the different turns of speech and idioms strange, but just take these peculiarities (present in *every* language—including English!) for granted at first. Later on, when you have the "feel" of the language, they will all become perfectly clear to you, and you will be able to express your thoughts in this new medium just as spontaneously as you do in English.

Try not to let a single day pass without doing some study.

It is better to do a little at a time at regular intervals than a great deal at long intervals.

IMPORTANT.

Do not attempt to pronounce the sentences aloud until instructed to do so.

Summary of Instructions

We give below a résumé of the detailed instructions which follow on pages 8-11.

Listening

- (a) Listen, following text in book.
- (b) Listen, without looking at the book.
- (c) Listen, following with the book.

Understanding

Make out the meaning with the help of pictures and Vocabulary.

Ear-training

Listen, first following with the text and then only looking at the picture.

Speaking and Reading

Read the text aloud *with* the speaker. Then read it aloud by yourself.

Conversation

Listen to the question. Look at the text and simultaneously *with* the speaker give the answer.

INSTRUCTIONS

Always see that the record you are using is free from dust. Fluff or dust collected by the stylus as it travels round the grooves may distort the sound. Never use a worn stylus.

Whether you study a whole Lesson at a time, or only a portion of it, *all* the following Instructions Nos. 1 to 11 should be carried out for each Lesson or each portion of the Lesson. The same plan should be followed whether your Course is on records or tape.

N.B.—*Do not attempt to pronounce the sentences aloud until you reach Instruction No. 7.*

1. Ear-training

(Do not try at this stage to understand the meaning of the text. Your aim should be to distinguish each syllable and each word and to identify the spoken word with the printed text.)

- (a) Listen, and at the same time, follow the words in the illustrated Textbook.
- (b) Listen again without looking at the Textbook.
- (c) Listen once more, this time following the words in the Textbook.

Repeat the above several times.

2. Understanding

(Without listening to the recording.) Read* through the text you are studying and refer to the pictures. They will help to make the meaning of the sentences clear to you and to fix the words in your mind. Wherever a number is attached to a word in the text, refer to the large picture illustrating the Lesson; there you will see the same number attached to the object which the word represents. If there are small pictures as well, the words they illustrate will be indicated by a letter in italics.

Having done this, make quite sure you understand the text by consulting the Vocabulary.

* *Silently.* At this stage do *not* attempt to say the words aloud.

3. Ear-training in conjunction with Text and Pictures

Play the portion you are studying several times, first following the text in the book; then concentrate on the pictures and look at the various objects as they are mentioned. By now you should have quite a good idea of the meaning of the sentences as you hear them.

4. Ear-training combined with Spelling

Listen again, while following the text in the book, this time paying special attention to the spelling of the words.

5. Writing

Copy out the text. (If you are studying a language that has a special script, practise first with the alphabet and individual words.)

6. Detailed Ear-training

Listen to the text while following it in the book. Do you understand every word? If not, underline in pencil the words you do not understand.

Look up the meaning of the words underlined and then listen several times without the book, until you are able to understand everything.

7. Speaking

You are now ready to start speaking the words and sentences you have heard. If you are to be understood easily, you must speak the language in the same way as the speakers on the record. This means imitating their intonation as well as pronunciation, so do not be afraid to copy the rise and fall of the voice exactly, speaking in a *loud, clear* voice.

Practise as follows: Listen to the recording and read aloud from the Textbook *with* the speaker. (You may not be able to keep up with him at first, but this will come with more listening practice.) Repeat several times until you are quite certain of your pronunciation and can keep up with the speaker.

8. Reading

Listen to the text, at the same time following in the book. Then listen to it without looking at the book. Finally, read it aloud several times. Read slowly at first. Fluency will come of its own accord. Reading aloud is an excellent exercise for acquiring fluency in speaking, but should only be practised when you are sure of your pronunciation.

9. Ear Test

Without looking at the book, listen to the text to satisfy yourself that you understand every word you hear.

10. Spontaneous Conversion of Images into Spoken Words

Look at the large picture. Take, one by one, each person and object numbered and, besides giving its name, give a description of it and express the whole idea represented. When the gender of a noun is indicated by an article, it is a good idea to learn the two together. This will help you memorize the gender. Always say the words aloud.

A similar exercise can be practised whenever there are small pictures in the text.

11. Detailed Understanding of the Text

Copy out from the Vocabulary the meanings of the words and phrases in your own language. Close the Vocabulary and add the foreign equivalents. Check from the Vocabulary.

At this stage you should consult the grammatical handbook to make quite sure you understand the grammatical construction of the sentences.

12. Final Test

Having carried out *all* the above Instructions for the *whole* of a Lesson, do this final test.

Listen to the whole Lesson without the book. Can you understand and follow it all? Do you know it so well that you do not need to think of the English meaning of it? If so, you are beginning to think in the foreign language and have really mastered the Lesson.

Play the Lesson again, this time reading it aloud together with the speaker to make quite sure your pronunciation and intonation are correct.

Where the text consists of conversation in the form of questions and answers, the following additional Instructions should be carried out:

13. Answering the Questions heard on the Recording

Start playing the Lesson. Look at the text and listen to the first question, then simultaneously *with* the speaker say aloud the answer. Do this several times with each question in turn until you feel you can answer the questions from memory without looking at the text.

14. Asking Questions and Hearing the Answers

Look at the text and ask the question *with* the speaker and then just listen to the answer. Do this several times until you can say it from memory without looking at the text.

Independent Self-Expression

After you have mastered the first two or three Lessons, you will have acquired quite a considerable vocabulary.

The material thus learned will not only enable you to formulate such sentences as appear in the book, but you will find by degrees that with the words and expressions you have acquired you will also be able to formulate correctly your own independent sentences and phrases as occasion arises. The more Lessons you master, the easier you will find the art of self-expression in the foreign language.

The material is there, the means of acquiring it are there; it is for you to make it your own by a little perseverance and a little work.

The Sounds

The text of the individual words recorded to illustrate the sounds of the language will be found in the main Textbook. This recording is useful for reference purposes. Listening to the examples of only one or two sounds at a time will sharpen your ear and be an invaluable help in acquiring a good pronunciation.

Regarding Pronunciation Generally

Too much stress cannot be laid on correct pronunciation. You may feel sure that you can repeat the first Lesson correctly, but if you go back to Lesson 1, after you have finished Lessons 2 and 3, your ear will have become sharper in picking up nuances of tone, and you will find many little points to correct. Keep on referring, therefore, to Lesson 1 at intervals as a pronunciation test—you can always learn from Lesson 1 in this respect.

Final Note

When you have completed this Course, you will, if you have followed the Instructions carefully, have acquired a lasting knowledge of the language you have chosen. You can now make yourself easily understood when you speak it; your accent is good and you have a sufficient vocabulary for all the ordinary needs of daily life. Moreover, you will have no difficulty in understanding the language when others speak it, and can converse fluently with natives and enjoy the broadcasts from foreign stations. Most thrilling of all, perhaps, you are well-fitted to set out on a voyage of exploration in the literature of the language you have mastered. (When you do so, make a habit of reading aloud a short passage for half an hour or so. If there are any words in the passage you do not understand, do not look them up in the dictionary at once. Read the passage aloud several times, then look up the meaning of the unknown words, and finally read the whole passage four or five times more.)

Even after you have completed the Course, it is a good plan to listen occasionally to one or other of the Lessons in order to keep your ear attuned to the language and to maintain the purity of your accent. The Course is particularly valuable for enabling the student to maintain his knowledge of the language at a high level at all times, especially in the important matter of the intonation to be used in conversation on everyday topics.

In acquiring the language that you have already mastered you have prepared the ground for a great harvest of real and lasting enjoyment, which you are now ready to reap. But you have done more. You have prepared and trained yourself so that when next you set out into new fields of language-study, your labour will be the lighter, and even more abundant and satisfying the reward.

The choice of the next language you study will depend on your own requirements. Each language has its own advantages. For travel, business and scientific purposes, French, Spanish and German will be found the most useful. Italian offers you a magnificent literature and a fuller understanding of many beautiful operas. Russian, a language not nearly so difficult to acquire as some people imagine, will give you access to some of the greatest novels of the world.

The language you have just completed studying will provide the key to many others. Thus, if you have studied one of the Romance languages—French, Spanish, Portuguese or Italian—any of the remaining ones will be easily acquired. Similarly, the Teutonic languages—German, Dutch and the Scandinavian group—are all closely related, and a study of one of them will have opened the door to the others.

Having completed one language, you may now care to study two or more languages simultaneously. By the Linguaphone method it is possible to do this with an expenditure of very little more time and effort than is needed to learn a single language. Moreover, it is fascinating to compare the forms of expression given to the same idea in different languages. This added interest, again, enables rapid progress to be made without strain and almost without conscious effort, because a task which gives pleasure in itself is always easier of accomplishment—in fact, it ceases to be a task and becomes a pastime.

INSTRUCTIONS

FOR

CHILDREN

INSTRUCTIONS FOR CHILDREN

Children of twelve and over should in most cases be able to follow the same Instructions as for adults. Children under twelve who are able to read may follow the Instructions given below. It should be borne in mind, however, that the younger the child, the less material should be covered in every lesson period. The adult who is supervising the Lessons should make himself familiar with the Instructions before giving the child the Lesson. Those who already understand the language will find listening with the child quite stimulating and refreshing. Those who have no previous knowledge will be surprised to find they are themselves subconsciously absorbing the language.

1. Preliminary Ear-training

Having decided how many sentences the child can assimilate in one lesson period, let him listen to that passage several times.

- (a) without looking at the book,
- (b) while following the words of the book,
- (c) without looking at the book.

2. Understanding

Tell the child the meaning of the passage or help him to find out the meaning for himself from the Vocabulary. Let him look at the pictures to fix the words in his mind.

3. Ear-training in conjunction with Text and Pictures

Let the child listen to the recording several times, first following the text in the book, then concentrating on the pictures and pointing out the various objects as he hears them referred to.

4. Ear-training and Speaking

The child should now be ready to start speaking the portion he has heard. Let him read aloud from the Textbook *with* the speaker. (He may not be able to keep up with him at first, but this will come with more listening practice.) Repeat two or three times until you are quite certain of his pronunciation. See that he always speaks in a *loud, clear* voice.

5. Writing and Ear-training

Let the child copy the passage in an exercise book, the adult seeing that there are no mistakes. Afterwards the child should listen to the passage again while looking at what he has written.

6. Reading

Let the child listen to the whole passage once or twice and then read the passage aloud from the book four or five times.

After the child has been through each portion of the Lesson in accordance with the above Instructions, he should do the following Exercises:

7.

Let him listen to the whole Lesson, first with the book and then without it.

8. Ear Test

Let the child listen to the whole of the text without the book, but this time satisfy yourself that he understands every word he hears. If not, the relevant portion must be explained and the child should then listen to it again.

9. Spontaneous Conversion of Images into Spoken Words

Let the child look at the large picture and say aloud in the foreign language what each object or person represents, adding, if possible, a description of it. For example, he should not refer merely to "the mother" but say "the mother is reading a book", or whatever the mother happens to be doing.

The child should also give the names of any small pictures in the text. When the gender of a noun is indicated by an article he should be reminded to learn the two together. This will help him to memorize the gender.

Where the text consists of conversation in the form of questions and answers, the following additional Instructions should be carried out:

10. Answering the Questions heard on the Recording

Start playing the Lesson. Let the child look at the text and listen to the first question, then simultaneously *with* the speaker let him say aloud the answer. Do this several times with each question in turn until you feel he can answer the questions from memory without looking at the text.

11. Asking Questions and Hearing the Answers

Let the child look at the text and ask the question *with* the speaker and then just listen to the answer. Do this several times until the child can ask the questions from memory without looking at the text.

Conversation Practice

After the first few Lessons of the Course have been completed, conversation practice should be developed in the following way. While the child is looking at the large picture, ask him the following five basic questions in the foreign language:—

1. Who is on the left?
2. Who is on the right?
3. What is on the left?
4. What is on the right?
5. What is . . . doing?

These questions can be applied to any Linguaphone picture. At first the child's answers will be short and simple, but with practice they will become longer and more interesting.

The Sounds

The text of the individual words recorded to illustrate the sounds of the language will be found in the main Textbook. This recording should be used for reference when you wish to give the child additional practice on any particular sound.

INSTRUCTIONS FOR CHILDREN UNABLE TO READ

1. Let the child listen to two or three sentences about five or six times every day for three or four days.

2. By then the child will probably start asking the meaning of some of the words or phrases which have impressed themselves on his mind. The adult will then explain what each of these words means.

3. Whenever the sentences contain objects or situations shown in the picture, they should be pointed out, so that the child may learn to associate the spoken word with what he sees in the picture.

4. Start playing the Lesson and let the child say the text aloud *with* the speaker. (He may not be able to keep up with him at first, but this will come with more listening practice.) If his pronunciation or intonation is faulty let him listen two or three times again until you are satisfied that his pronunciation is correct.

5. Make sure that the child understands the full meaning of what he has heard. Give him the English of each sentence and let him say what the equivalent is in the foreign language.

6. Having gone through the whole of the text as indicated above, let the child pick out the various objects in the picture and give their foreign equivalents.

Finally, let him listen to the whole text once more.

Where the text consists of conversation in the form of questions and answers, the following additional Instructions should be given.

7. Let the child listen to the questions and answers several times and make himself thoroughly familiar with them.

8. Explain the meaning of the questions and answers.

9. Let the child listen again to the questions and answers a few times.

10. Let the child listen to the questions and let him give the answers simultaneously *with* the speaker.

11. Ask the questions, first in their proper order and then at random, the child giving the answers.

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